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Leading Through Learning
Global Platform

Aligning Learning Inputs to Global Norms (ALIGN) for Minimum Proficiency: Case Studies from Djibouti, Uzbekistan, Nigeria

Panel Presentations

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The ALIGN Process

ALIGN =

Aligning **L**earning **I**nputs to **G**lobal **N**orms

ALIGN is an evidence-based gap analysis tool that uses the Global Proficiency Framework (GPF) as a reference to determine if a country's education system will enable learners to meet global norms in reading and math.

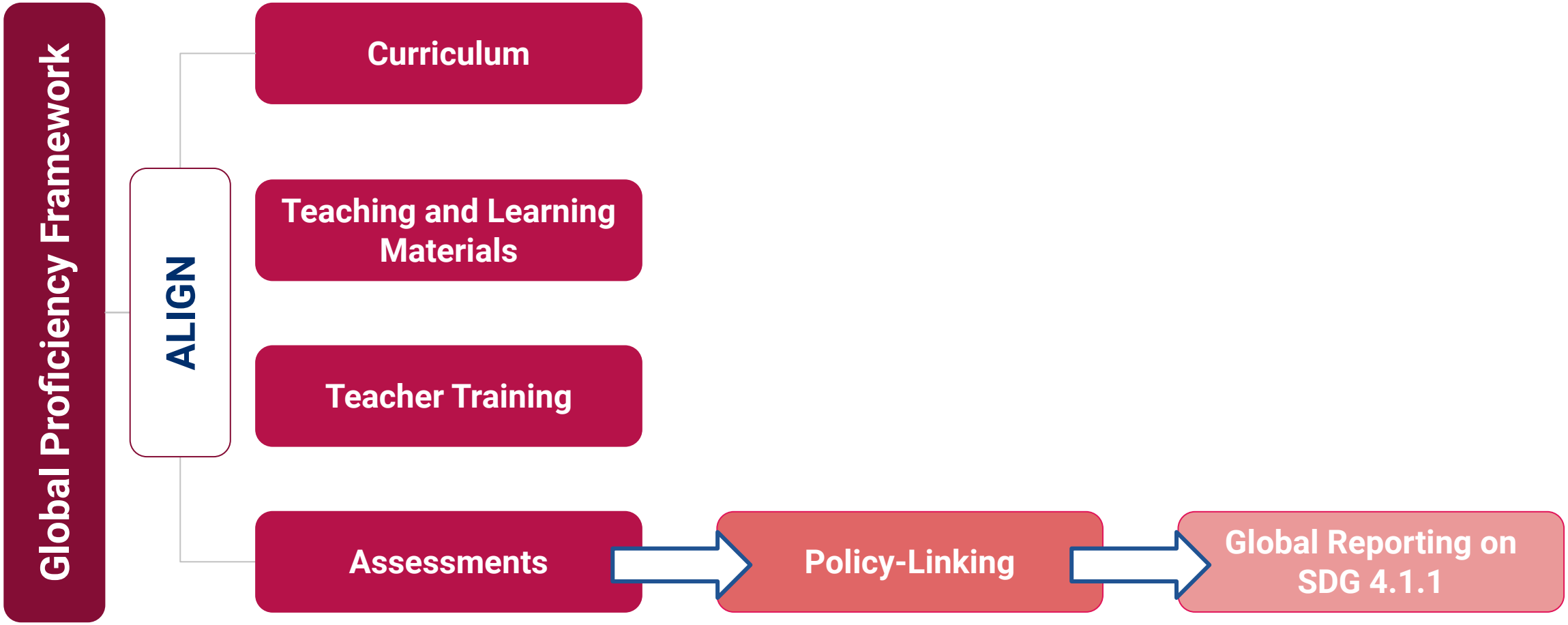
What Is the GPF and How Was It Made?

The GPF is a single set of **global standards** for reading and math instruction for grades 1-9.

The standards outlined in the GPF represent **minimum proficiency.**

It was developed by a team of experts in 2018 based on **research** in reading and math instruction and on **trends** identified in national assessments and curricula worldwide.

Why Was ALIGN Created?



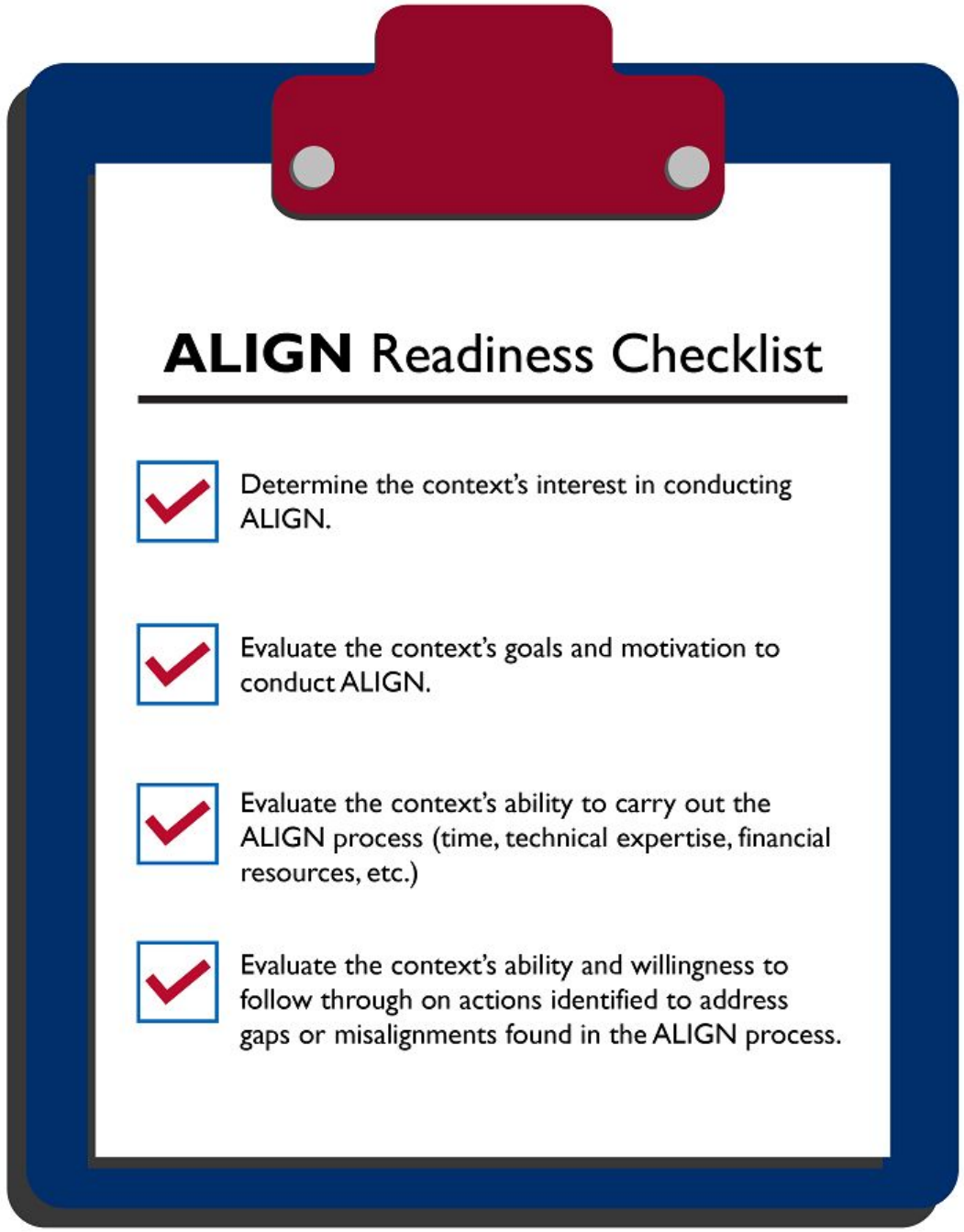
ALIGN Guidance Document

ALIGN for Minimum Proficiency Using the Global Proficiency Framework outlines the ALIGN process and provides advice on preparing for and leading inquiry across the four pedagogical components. It emphasizes:

- The GPF is a **reference** and a **guide.**
- The ALIGN for Minimum Proficiency process has ***boundaries***, partly due to the ***content of the GPF.***
- The process **may need to be complemented** with other forms of inquiry to inform cost-effective strategies to improve learner performance.
- The process will launch important discussions.

Determining Readiness to Conduct ALIGN

Readiness is defined as the context's motivation and collective capacity to facilitate ALIGN and follow through on actions identified to address gaps or misalignments found through the ALIGN process.



ALIGN Planning Guide

Steps to Plan the ALIGN Process

1. Define the parameters of the ALIGN process for your context.

2. Identify the resources you will use to carry out the ALIGN process.

3. Create a work plan for the ALIGN process for your context.

Use case studies from Djibouti, Uzbekistan, and Nigeria for examples and inspiration.

Setting the Parameters for ALIGN

Breadth	• Systemic, all four components • Modular, specific components and subcomponents
Target Population	• Formal, basic education sector • Targeted subpopulations • Specific programs
Leadership	• Centralized or decentralized/distributed leadership
Timing	• Synchronous (all components at once) • Asynchronous (components can be completed at any time)

Motivation and Goals For Completing the ALIGN Process

The ALIGN process can be used to:

- ❏ Prepare for a new USAID funding cycle focused on improving reading and/or mathematics learning to co-design a new activity with USAID.
- ❏ Develop a national action plan to improve reading and/or mathematics learning outcomes (e.g., improve performance on Sustainable Development Goal 4.1.1a or b and/or international assessments).
- ❏ Develop an action plan to align formal and non-formal education programming to ensure certification or a successful transition into the formal education sector for students.

Motivation and Goals For Completing the ALIGN Process

The ALIGN process can be used to:

- ❑ Develop an action plan to align national and local education systems. Inform revisions of reading and/or mathematics education inputs (curriculum, teacher training, teaching and learning materials, and assessments).
- ❑ Identify realistic short- and medium-term learning targets in reading and mathematics.
- ❑ Provide data to decision-makers to advocate for informed education sector planning or the development or revision of materials, supports, strategies, or policies.

INPUTS REQUIRED TO APPLY THE PROCESS

Leadership and Expertise

- One in-country team leader to organize plans and teams.
- Technical experts according to the parameters of the ALIGN selected (e.g., experts in reading and math curriculum development, teacher training and supervision, assessments, etc.).
- Technical experts may include representatives from the Ministry of Education, experts from implementing organizations, university-based experts, exemplary teachers, and local language specialists.
- As needed, include international technical experts with familiarity with the GPF; monitoring, evaluation, and learning (MEL); reading; or numeracy instruction.

INPUTS REQUIRED TO APPLY THE PROCESS

Budget

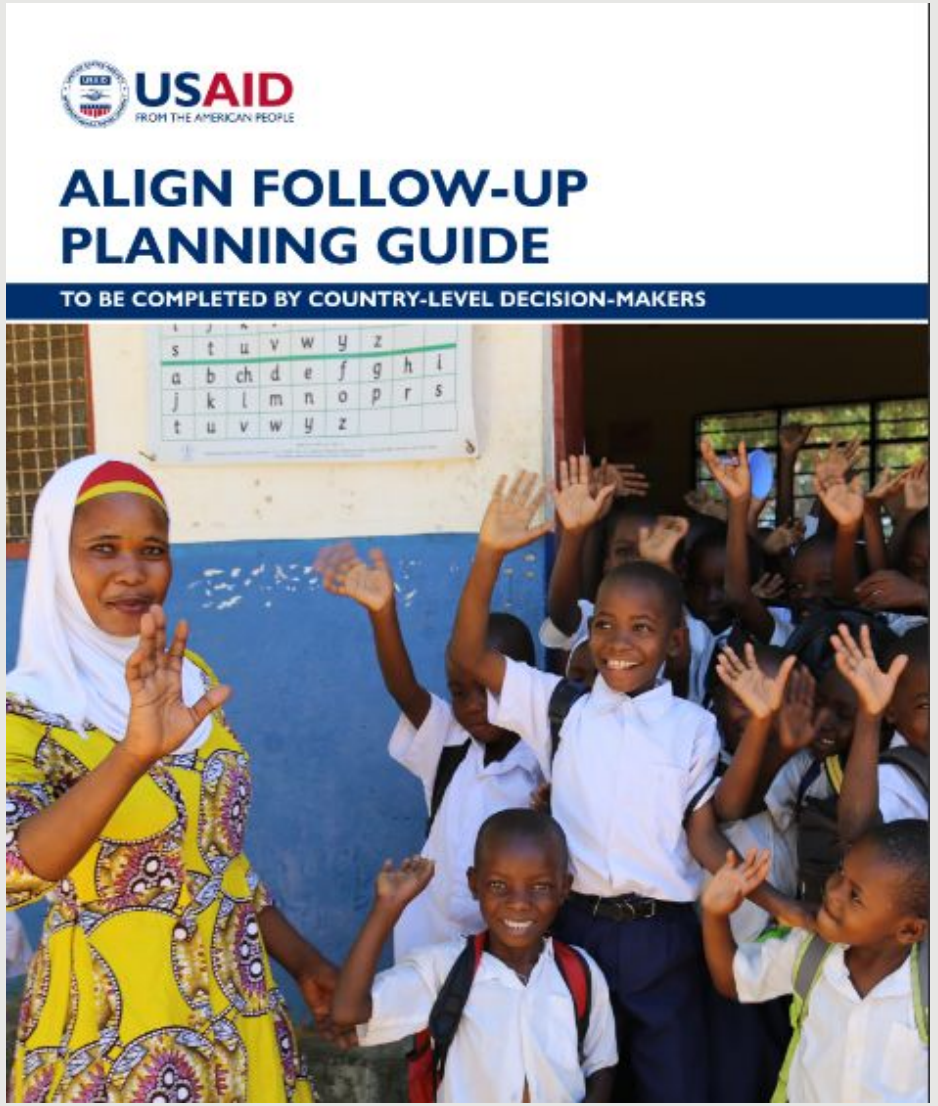
ALIGN expenses may include:

- Workshop(s) facilitation and hosting expenses (food, hall, materials).
- Per diem and travel expenses for workshop attendance.
- Fees and expenses for local or international consultants.
- Fees and expenses for local context experts to conduct data collection.

Planning Follow-Up for the ALIGN Process

Example follow-up steps:

- Additional data collection and analysis.
- Revise, pilot, finalize, and roll out the updated curricula, teaching and learning materials (TLM), teacher training, or assessment.
- Short-term solutions to address misalignments and other issues identified through ALIGN.



The ALIGN Help Desk

What Is ALIGN?	Learn about the ALIGN process.
Case Studies	Read how the ALIGN process has been used in a variety of contexts, from Francophone Africa to Central Asia.
Tools and Resources	Browse a selection of resources and tools to learn more about ALIGN or to plan your own.
FAQs	Quickly find answers to some of the most frequently asked questions about ALIGN.
Help Desk	Contact an ALIGN specialist with questions or requests for support. We are available for technical assistance calls.
Expression of Interest	Let us know if you are interested in conducting ALIGN and give us an overview of your plans.
Feedback	Tell us about your experience using ALIGN.

Visit the ALIGN Help Desk

ALIGN in Djibouti

The Initial Context (Pre-ALIGN)

1. Curriculum
2. Teaching and Learning Materials (TLMs)
3. Teacher Training
4. Assessment


Photo credit: USAID

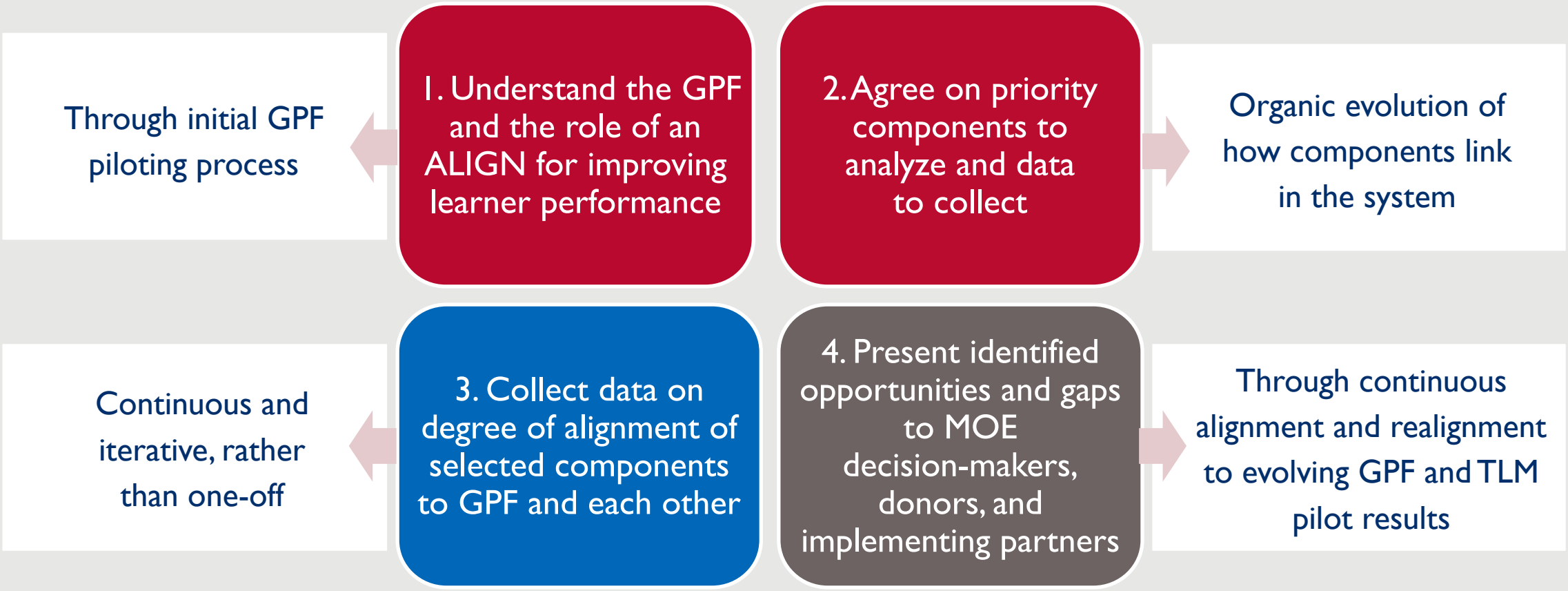
What Did the ALIGN Look Like in Practice?

Component	How Did We ALIGN?
Curriculum	First to GPF 2019 version then continuously aligned as GPF evolved to its final version.
TLMs	Aligned to curriculum and continuously piloted and revised as GPF changed and as feedback was gathered from teachers.
Teacher Training (In-service)	Aligned to curriculum and TLMs and revised as GPF changed and as observation and Early Grade Reading Assessment (EGRA) data was collected.
Teacher Training (Pre-service)	Aligned to in-service training, curriculum, and TLMs.
Assessment	EGRAs first not fully aligned to GPF and the National curriculum but then aligned over the course of two years.

Photo credit: USAID

How Did This Case Align with the ALIGN Process?

In short, it did not follow it linearly…



…however, we ended up with the same result! A fully aligned system!

Questions?

Please contact me:

Nathalie Louge

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ALIGN in Uzbekistan

Overview: USAID's Uzbekistan Education for Excellence Program (UEEP)

Program focused on:

- Student standards
- Scope and sequence
- Teaching and learning materials
- Teacher training
- Digital platform for curricular products
- Capacity enhancement of Ministry officials
- Evaluation and research

Photo credit: USAID

ALIGN Process for the Uzbekistan Mathematics Student Standards Grades 1-4

Compares current standards with:

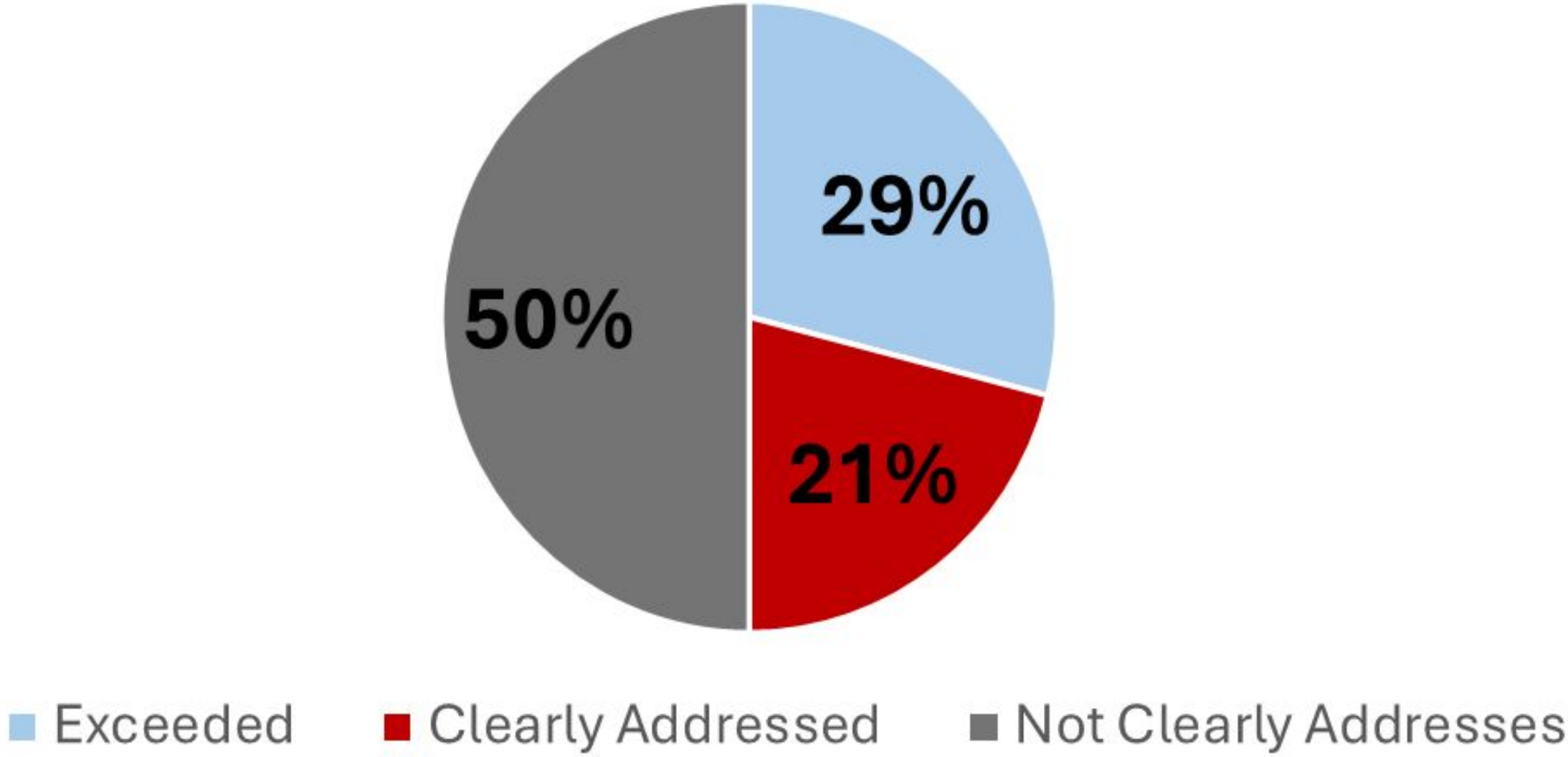
- Trends in International Mathematics and Science Study: TIMSS Framework
- Global Proficiency Framework
- South Korea Mathematics Standards

Photo credit: USAID

ALIGN Process: Exemplar Comparative Analysis

UNESCO Global Proficiency Framework for	This expectation is _____ by the 2020 draft MPE National Education Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Solve operations using whole numbers					
Add and subtract within 10 (i.e., where the sum or minuend does not surpass 10), and represent these operations with objects, pictures, or symbols *(e.g., 5 + 4 = __; 7 - 5 = __; when presented with a picture of three baskets, with the first basket showing 3 bananas and a second basket showing 5 bananas, complete the addition statement 3 + 5 = __ or find an appropriate addition statement from a list. Or, when presented with a picture of 6 whole bananas and 3 banana peels, match to sentence 9 - 3 = 6 or complete statement 9 - 3 = __).*	Exceeded				
Add and subtract within 20 (i.e., where the sum or minuend does not surpass 20), and represent these operations with objects, pictures, or symbols *(e.g., 16 - 3= __ ; 12 + 3 =__; when presented with a picture of 12 marbles with 3 more marbles added, complete or match to the number sentence 12 + 3 = __. Or, when presented with a picture of a carton that can hold 20 bottles, 7 of which have been removed, complete or match to the subtraction statement 20 - 7= __).*		Exceeded			
Add and subtract within 1000 (i.e., where the sum or minuend does not surpass 1000), with and without regrouping, and represent these operations with objects, pictures, or symbols (e.g., 550 + 250; 457 - 129; use hundreds grids, number lines, or multibase arithmetic blocks to reason through or solve addition and subtraction problems).				Exceeded	
Add and subtract beyond 1000 (i.e., where the sum or minuend surpasses 1000), with and without regrouping, and represent these operations with objects, pictures, or symbols *(e.g., 1457 - 129; use number lines to reason through or solve addition and subtraction problems).*					Exceeded

ALIGN Process: Exemplar Comparative Analysis



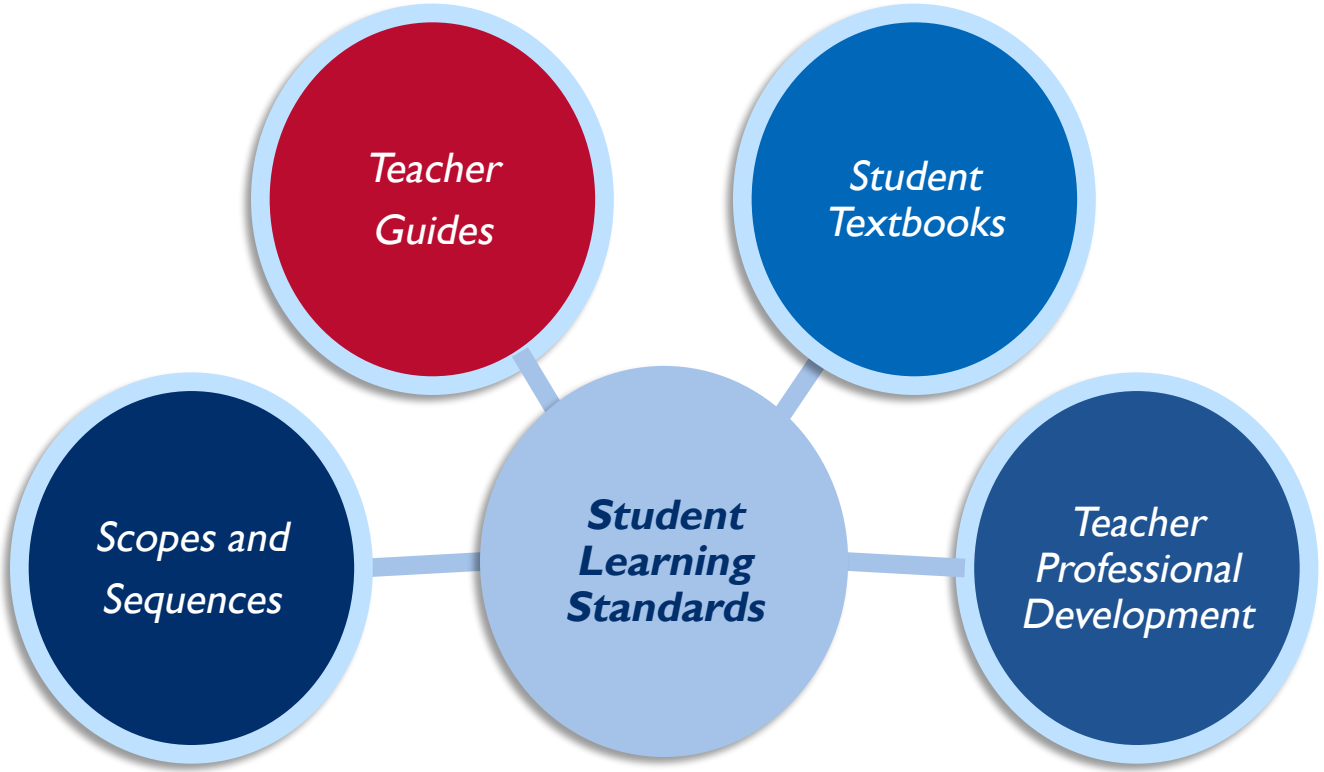
ALIGN Process: Exemplar Comparative Analysis

Grade 1	Grade 2	Grade 3	Grade 4
Can perform addition and subtraction on one- or two-digit numbers with a result of 100			Can perform addition and subtraction operations on non-negative integers within 1,000,000

ALIGN Process: Exemplar Comparative Analysis

Grade 1	Grade 2	Grade 3	Grade 4
Can perform addition and subtraction on one- or two-digit numbers within 120	Can perform addition and subtraction on multi-digit numbers within 1,000	Can perform addition and subtraction on multi-digit numbers within 10,000	Can perform addition and subtraction operations on multi-digit numbers within 1,000,000

Final Mathematics Student Standards



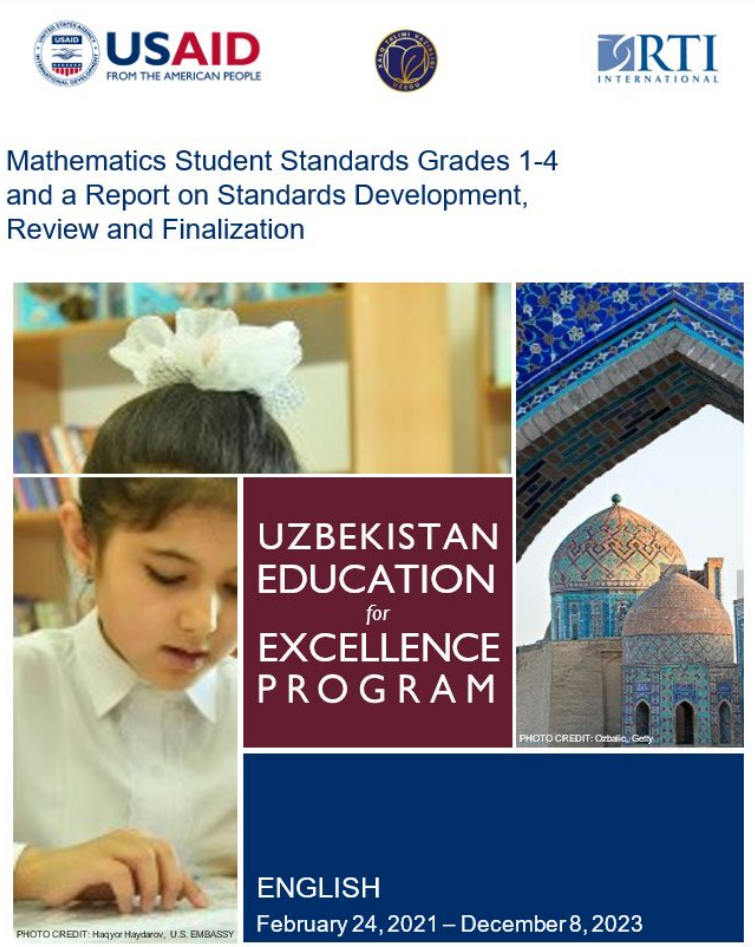


Photo credit: USAID

Thank you!

ALIGN in Nigeria

Parameters of ALIGN in Nigeria

Components	Assessment
Target Areas	Formal education, reading, grades 1-6
Leadership	Centralized under the Federal Ministry of Education (FMoE)
Timing	Asynchronous
Motivation/Goals	Nigeria has a federated education system that is overseen by the FMoE. In this system, each state has its own Ministry of Education responsible for coordinating educational planning. Although there is a national curriculum, languages of instruction vary by state, and states can develop their own curriculum, TLM, teacher training programs, and assessments. Regional differences in funding and quality create further differences between states.
Readiness Indicators	Motivation at the national level, available funding from USAID for the technical assistance partner to facilitate ALIGN activities for the assessment component.

ALIGN in Nigeria

In February 2020, the Northern Education Initiative (NEI+) team facilitated two five-day workshops:

1.

ALIGN Workshop

Representatives from each state and language group were invited to review the curriculum and create a common set of standards.

Draft standards for the National Evaluation Framework for Reading (NEFR)

2.

Text-making Workshop

Language experts worked together to create exemplar texts for each grade level for use on updated assessments.

Exemplar texts for assessments.

National Reading Framework

Following the workshop:

- The NEFR was finalized and included in the new National Reading Framework (NRF), which gained national approval under the FMoE.

- The NRF ensures effective teaching and assessment of reading in alignment with the GPF (SDG 4.1) and adaptable to reading Indigenous languages.

Reporting Using the GPF-Aligned NEFR

1. Aggregation of assessment results for reporting on SDG 4.1.1
2. Comparisons of assessment results for lessons learned to GPF
3. Tracking of assessment results for measuring progress over time
4. Country-level tracking over time using the internationally aligned benchmarks

What Is Next for Nigeria?

- Several projects and states have already begun to use the NEFR to revise other components of the education system.

- The ALIGN process is needed at the national level to review the curriculum, TLM, and teacher training materials to identify gaps and opportunities for alignment to the GPF and the new NEFR.

Closing

We Are Looking for Pilot Countries!

- We are currently looking for **two countries** to pilot the ALIGN process.

- We will provide technical assistance (not funding) to each pilot country to support the preparation and implementation of ALIGN and planning follow-up steps.

- **If interested**, fill out the **Expression of Interest** form on the ALIGN Help Desk page or email alignhelpdesk@edc.org.

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Visit LTLGP's Exhibit Booth on Thursday, March 14, at 11:00 a.m. ET to hear directly from the GRN and discuss this presentation.

Share your thoughts on LinkedIn. Tag @USAID Global Reading Network and use the hashtag #GRNatCIES in your post.

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THANK YOU!